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THE PRESENT CHALLENGE IN CURRICULUM DEVELOPMENT IN HOME ECONOMICS.

BY- SIMPSON, ELIZABETH JANE

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DESCRIPTORS- *CURRICULUM DEVELOPMENT, *HOME ECONOMICS EDUCATION, WORKSHOPS, CONCEPT FORMATION, *COOPERATIVE PLANNING, EDUCATIONAL OBJECTIVES, SOCIAL INFLUENCES, OCCUPATIONAL HOME ECONOMICS, DISADVANTAGED GROUPS,

THE NEED FOR MAJOR CURRICULUM REVISION IN HOME ECONOMICS AT THE SECONDARY, POST-HIGH SCHOOL, AND ADULT LEVELS, FOR A REDEFINITION OF THE FIELD, AND PERHAPS FOR A NEW AND MORE DESCRIPTIVE NAME, IS EMPHASIZED BY FACTORS SUCH AS (1) THE ACCEPTANCE OF NEW VOCATIONAL PURPOSES AND THE EMERGING EMPLOYMENT EDUCATION PROGRAMS, (2) THE IMPACT OF SOCIOECONOMIC CONDITIONS ON INDIVIDUALS, HOMES, FAMILIES, AND THE EMPLOYMENT SITUATION IN HOME ECONOMICS RELATED OCCUPATIONS, AND (3) THE INCREASED CONCERN AND FEELING OF RESPONSIBILITY FOR MEETING THE NEEDS OF SPECIAL GROUPS SUCH AS THE DISADVANTAGED AND THE ACADEMICALLY TALENTED. CURRICULUMS HAVE BEEN REVISED AT NATIONAL, STATE, AND LOCAL LEVELS AND, IN APPROACH, HAVE BEEN DISCIPLINE-CENTERED RATHER THAN THE PROBLEM-CENTERED. THE CURRICULUM CHANGES HAVE UTILIZED RESOURCES SUCH AS (1) THE FUNDAMENTAL PRINCIPLES AND CENTRAL CONCEPTS IN THE VARIOUS AREAS OF HOME ECONOMICS DEVELOPED IN NATIONAL WORKSHOPS AND SOME COLLEGES AND UNIVERSITIES, (2) NEW KNOWLEDGE CONCERNING THE TEACHING-LEARNING PROCESS AND MATERIALS OF INSTRUCTION, AND (3) THE GUIDES FOR CLASSIFYING EDUCATIONAL OBJECTIVES DEVELOPED BY BLOOM, KRATHWOHL, AND OTHERS. CURRICULUM PLANS AT ANY LEVEL AND OF ANY LENGTH MUST INCLUDE THE MAJOR ASPECTS--OBJECTIVES, CONTENT, LEARNING EXPERIENCES, TEACHING AIDS, AND EVALUATION TECHNIQUES IN TERMS OF EDUCATIONAL PHILOSOPHY, SOCIOECONOMIC CONDITIONS, STUDENT NEEDS, THE LOCAL SITUATION, THE CONTENT OF THE FIELD, AND DEVELOPMENTS IN EDUCATION. THIS ARTICLE WAS PUBLISHED IN "ILLINOIS TEACHER OF HOME ECONOMICS," VOLUME 9, NUMBER 1, 1965. (MS)

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ILLINOIS TEACHER
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CURRICULUM DEVELOPMENT IN HOME ECONOMICS EDUCATION

Foreword.....

Section 1. The Present Challenge in Curriculum Development in Home Economics, by Elizabeth Jane Simpson..... 1

Pilot Program in Housekeeping Technology, Information provided by Jo Anne Booher..... 22

Review of Recent Research on Methods of Teaching, by Bernadine Johnson..... 32

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A publication of the Division of Home Economics Education, Department of Vocational and Technical Education, College of Education, University of Illinois, Urbana, Illinois 61803

Members of Division:

Elizabeth Simpson, Professor and Division Chairman
Mary Mather, Associate Professor
Hazel Spitze, Assistant Professor
Ruth Whitmarsh, Instructor
Alice Brunner, Assistant
Nancy Carlson, Assistant
Alice Cox, Assistant
Frances Dokes, Assistant
Mildred Griggs, Assistant
Eva Val Moore, Assistant

Business Manager of Illinois Teacher of Home Economics: Mrs. Jean Payne

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CURRICULUM DEVELOPMENT IN HOME ECONOMICS EDUCATION

"This time, like all times, is a very
good one if we but know what to do with it."--Emerson

Section I

The Present Challenge in Curriculum Development in Home Economics

Elizabeth Jane Simpson, Professor and Chairman
Division of Home Economics Education
College of Education
University of Illinois

Perhaps this is the most exciting period that home economics education has ever known. Opportunities for development and expansion have never been greater. Major curriculum revisions are needed--not refinement of what we have been doing in the past, but a redefinition of the field.

At national, state, and local levels, groups and individuals are engaged in the tasks of curriculum development in home economics. A pervasive sense of urgency and a new spirit of vitality accompany these efforts!

Problems and Approaches

At the National Level

Considerable progress has been made in the national curriculum development projects in home economics. In approach, these have been "discipline-centered" as opposed to "problem-centered." The key to the approach taken may be found in the words of Denemark:[1]

> One approach that merits careful reflection by all educators is to focus upon the identification of the fundamental principles, the broad concepts, the big ideas in the various subject fields....
>
> These questions should guide this process: What are the

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[1] Denemark, George W., "The Curriculum Challenge of Our Times," NEA Journal, 50, No. 9 (December, 1961), p. 12.

> fundamental principles, the central concepts, the major ideas associated with a field of study? Which ideas are central to an understanding of the methods of inquiry unique to that field? Which ideas underlie a whole series of other ideas and are thus essential if any real understanding of that field is to come about?

In general, this is the approach that has been taken by not only home economics but also by such fields as mathematics, biology, and physics as efforts are made to choose that knowledge which is of most worth in a period of accelerated change. This approach involves a deliberate choice to concentrate attention upon one aspect of the curriculum--that of content.

This is not to relegate the other aspects to some position of minor importance. It is the opinion of the writer that, for the most part, those involved in using this approach are not losing sight of behavioral objectives, learning experiences, teaching materials and facilities, and methods of evaluation--for these are all part of what is involved in the total process of curriculum development.

At least two major factors would seem to support the decision to take a discipline-centered approach in the national curriculum development projects in home economics:

- The rapid accumulation of new knowledge and the need for selecting and organizing from the vast store available that which is of most worth for students and that which might be taught most appropriately at the various levels.

- The difficulties encountered in some of the problem-centered approaches to curriculum organization, such as the broad fields approach, fusion courses, and the core curriculum, in helping students integrate and apply knowledge from various fields. As Alice Miel points out,

> ...educators did not have as good an understanding of the nature of the separate subject fields being integrated as is not beginning to be available. Although they had the worthy intention of helping students 'draw upon' various disciplines, the content of the disciplines was not organized to facilitate this process.[2]

Home Economics Education personnel in the Office of Education, Department of Health, Education, and Welfare have provided leadership

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[2]Miel, Alice, "Knowledge and the Curriculum," Chapter 4, New Insights and the Curriculum, 1963 Yearbook, Association for Supervision and Curriculum Development, National Education Association, Washington, D.C., 1963, p. 94.

in the task of identifying the "fundamental principles, the central concepts, and the major ideas" in the various areas of home economics. Preliminary work was begun in February, 1961. During 1962, 1963, and 1964, seven national workshops were held as a part of the national curriculum development project. Participants included teachers of home economics in secondary schools, state and city or area supervisors of home economics, home economics teacher educators, home economics administrators in colleges and universities, and specialists and consultants in the subject matter fields. The major purposes of the workshops were:

1. To evaluate a proposed outline of concepts which had already been developed and was furnished participants.

2. To identify additional concepts in the subject fields under consideration.

3. To develop statements of generalizations that are basic for home economics at the high school level: (a) that are authoritative, (b) that are significant for students at the high school level to understand, and (c) which can really be learned in home economics because students can deal with them in repeated situations and can make application to increasingly complex situations.[3]

Workshops were held in the areas of family relationships; home management and family economics; housing, interior design, furnishings, and equipment; foods and nutrition; textiles and clothing; and development of children and youth. From these workshops emerged outlines of the basic concepts of the fields under consideration and the related generalizations. These were refined by members of the Home Economics staff of the Office of Education with the advice and assistance of subject-matter specialists as well as workshop participants.

In June, 1964, a seventh national workshop on curriculum development was held at the University of Missouri. Members of the Home Economics staff of the Office of Education were present along with 31 others, most of whom had participated in one of the six earlier workshops. The purposes of this seventh session were to further develop and refine the outline of concepts and the generalizations developed in the other workshops and to suggest uses of these materials in curriculum development in home economics. At this time, the materials were organized into the following sections:

.Human Development and the Family
.Home Management and Family Economics
.Food and Nutrition
.Housing
.Textiles and Clothing

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[3] Purposes taken from sheet on Information About the Curriculum Workshop, Department of Health, Education, and Welfare, Office of Education, Division of Vocational and Technical Education, Washington, D.C.

As work progressed in the project on developing guidelines for the secondary school curriculum in home economics, similar activity was taking place at the college and university level. Eventually, these parallel efforts should result in an improved articulation of high school and college or university level home economics.

In addition to the curriculum development projects described, a national workshop was held at the University of Nevada in the fall of 1964 with the purpose of identifying the major concepts and generalizations in the field of teacher education in home economics. Leadership was provided by Home Economics personnel of the Office of Education. Publication of the materials developed in this workshop by the American Home Economics Association has made the results available to all of those involved in the professional preparation of home economics teachers.

Already considerable use has been made of the statements of concepts and generalizations resulting from all of the projects described. There can be little doubt of the usefulness of these as resources to aid states and local groups in developing their own curriculum plans.

At the State Level

State A is representative of the many states actively engaged in major curriculum revisions in home economics. About four years ago, approximately forty selected teachers met for a three-week period on the campus of a state university. With the guidance of the state staff in home economics education and the services of three specialists in curriculum development in home economics as consultants, they developed a detailed "scope and sequence" outline for the home economics program at junior and senior high school levels. Later, certain aspects of this were developed in more detail: objectives, learning experiences to promote progress toward the objectives, related content, teaching aids, and means of evaluation.

Experimental programs in home management were carried out in several centers within the state. These resulted in curriculum changes in other home economics programs in the state as well as in the experimental centers.

About a year ago, state A added a specialist in employment education in home economics to the state supervisory staff. Developments in this aspect of home economics have been rapid. Additional help is now needed in program development and supervision of the home economics employment education program in the state.

Now, the state supervisor of home economics education and her staff of five other supervisors, working with teacher-leaders in the state, have recognized a need for major curriculum revision at the state level. Certain developments within the state have emphasized this need. For one thing, a course in home economics, formerly required at the freshman level,

may now be taken in the seventh or eighth grade. This puts a somewhat different light on the junior high school home economics program. For another, the state staff members recognize the need for increased emphasis on relationships and management if the program is to serve effectively in terms of the real problems and needs of today's families. In addition, pressures continue for increased emphasis on the employment education aspect of the program. These are being exerted by students and their parents and by school administrators.

This state has decided that a full-scale curriculum development effort must be undertaken in the summer of 1966. They hope to bring in selected teachers to participate in this effort. They plan to utilize the services of a curriculum coordinator, curriculum consultants, and subject matter specialists in developing a state guide which will include a major revision of the "scope and sequence" charts developed in the earlier workshop, objectives, learning experiences, content in the form of generalizations, teaching aids, and methods of evaluation.

Whereas this state will be undertaking a large curriculum development project, it is apparent that they can utilize some of what has already been done in the curriculum development work at the state level as well as the resource materials resulting from the national curriculum development projects. The skills developed by many of the teachers and supervisors in respect to developing curriculum materials also will prove important resources.

At Local Levels--By Groups

City B is located in the northern part of a midwestern state. There is one high school with about 1500 students and four junior high schools in the city. There are eleven home economics teachers in the school system. They have carried on an active program of curriculum development with meetings after school and on Saturdays--and without additional monetary reimbursement. For many years, the home economics teachers of City B have accepted work on curriculum development projects as a part of what is expected of them as professional persons. Publication of a new city home economics curriculum guide came in the summer of 1964. This was the result of three years' work on identification of the major concepts and principles to be included in the content of each area of home economics at each level in the city program where it is taught.

Prior to embarking on this major task, the teachers, working with a curriculum consultant from a neighboring university, considered such questions as:

.What are the bases for curriculum decisions in home economics?
.What is happening in society that has implications for the home economics curriculum?

.What is happening to families?
.What are the special conditions and needs of the local community that should be considered?
.What is the student population of home economics classes in this city?
.What ability levels are represented?
.What are the needs of students at the different levels?
.How do the students in Junior High School X differ from those in Junior High School Y?
.What kind of person are we trying to develop in our home economics program?
.What are the offerings of other educational programs in the schools that are related to the objectives of the home economics program?

The approach was one of looking at many questions that have relevance for the development of curriculum materials in home economics, seeking answers to these and utilizing the findings in ascertaining what concepts and principles should be included in the program content. Did this complete the task for this city?

The answer is a resounding "No." There can be no end to the task of curriculum development. Publication of the curriculum guide in 1964 gave the teachers and administrators great satisfaction, but the duplication of the guide had not been undertaken before new needs revitalized the teacher-group and another project was under way--that of developing materials needed for the emerging employment education programs in the city!

At Local Levels--By Individuals

Mrs. C. is only one of the many home economics teachers who attended summer school classes in 1965. Mrs. C. had been teaching family living to junior and senior boys and girls for a number of years. She wished to learn more about content and methodology in the area of family relationships. Therefore, she enrolled in a workshop on the teaching of family relationships. Her special project was a detailed plan for her family living course for the first semester.

She started with a content outline, making revisions in her old outline in view of the new knowledge about families gained in the workshop. She then stated behavioral objectives, which she classified with the aid of the taxonomies of educational objectives, cognitive and affective domains, developed by Bloom, Krathwohl, and others.[4] This step required

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[4] Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, by a Committee of College and University Examiners, Benjamin Bloom Editor, David McKay Company, Inc., New York, 1956, and Taxonomy of Educational Objectives, Handbook II: Affective Domain, by David Krathwohl, Benjamin Bloom, and Bertram B. Masia, David McKay Company, Inc., New York, 1964.

analysis of the behavioral aspects of the objectives and served to guide her in selecting learning experiences and content appropriate to the objective.

Mrs. C. developed content statements in the form of generalizations. She included a vocabulary list for each major section of her plan. Learning experiences were developed in considerable detail in terms of the objectives and in relation to the content to be developed. She also listed teaching aids of various types and means of evaluation to be employed.

Mrs. C. was primarily interested in developing a teaching guide for her individual use in her own classes. However, others who saw her plan thought it so useful that it was finally decided that it should be duplicated for all of the home economics teachers in her city.

Mrs. D. is another teacher who came to summer school with a special curriculum problem in mind: how to get an employment education program started in her small town high school where she is the only home economics teacher. As a member of a workshop in employment education in home economics, she developed a two-year plan, the first phase of which requires a study of the employment situation in her community and a nearby city where many of her students obtain employment. She will also survey student interests and needs during the first phase. In addition, she will confer with other vocational education teachers in her school to determine the possibilities of developing a cooperative work experience-study program. Conferences with administrators, parents, and students will also be held as she develops her plans.

In a familiar area of study, Mrs. C. could proceed more rapidly with her curriculum plans. Her familiarity with her students and the teaching situation also gave her security as she planned. Less experienced Mrs. D., interested in planning for a program new both to her and to the field of home economics, could proceed only with caution. During the year that she is studying her local situation as one basis for decisions about the employment education program, interpreting the program to others, and gaining their interest and cooperation, she will be developing her teaching plans and gaining confidence in her own ability to undertake development of a new program that she feels is vitally needed in her school and community.

Clearly, the development of the home economics curriculum is not a task to be carried on at only one level. There are special problems of concern at national, at state, and at local levels. Curriculum development is the job of all home economics educators at all levels. It is a never-ending task. It is never ending because there is continuously developing knowledge about teaching and learning, as well as an expanding knowledge in the subject-matter areas; and because the bases on which curriculum decisions are made, such as family life, roles of family members, and the employment situation, are constantly changing.

Procedures in Curriculum Development--Overview

Whether curriculum plans are developed at national, state, or local levels, and whether they are for a course, a semester, a unit of study, or a day, there are five major aspects. These are:

.Objectives--or, if you prefer, goals, aims, purposes, outcomes

.Content--what is to be taught, the subject matter--stated in the form of facts, principles, generalizations or "levels of generalizations," depending on how you were taught and prefer thinking of them

.Learning experiences--the activities and procedures employed to help students progress toward the objectives

.Teaching aids and facilities--the tools used to aid students in progressing toward the objectives

.Means of evaluation--methods employed to help ascertain student progress toward objectives and the effectiveness of the teaching

These five aspects of curriculum planning are closely interrelated. Experienced curriculum planners are likely to find it impossible to think of one without taking into account the others. As in the national curriculum project in home economics, concentration in planning may be on one aspect only. However, awareness of the other aspects is essential for the development of the most useful plans.

Determining Where to Begin

In developing curriculum plans, one might begin with any one of the five aspects. There is no one "right way." Nevertheless, many have found the following general outline of steps helpful regardless of the starting point:

1. Consider the bases on which curriculum decisions in home economics rest in terms of their implications for objectives, content, learning experiences, teaching aids, and evaluation:

   .Beliefs about home economics, education, and life in general

   .Socio-economic conditions; the impact of these on families, roles of men and women, and the employment situation in home economics related occupations.

.Legislation affecting education, families, employment, which might be considered an aspect of the foregoing consideration but has been of special significance in respect to recent developments in the field.

.Needs of students--general characteristics of students at different levels, individual differences, and developmental tasks

.Local situation--conditions and needs, personnel, facilities

.The content and organization of the subject field

.Developments in education--knowledge about teaching and learning, issues in education in general and in the subject fields

2. Outline the major areas of content considering both scope (what is to be included) and sequence (the order in which it is to be included in the program). Issue 6 of the current volume of the Illinois Teacher will include a list of questions that may be helpful to curriculum makers considering the problem of "scope and sequence" in the program.

3. State behavioral objectives, considering those in all three domains: cognitive, affective, psychomotor. Perhaps beyond these three and encompassing all of them, there is a domain which might be labeled "action pattern domain."

   At this point, classifying the objectives with the use of the taxonomies of educational objectives previously mentioned provides for greater discrimination in selecting content and learning experiences.

4. Determine content. That is, decide what students will need to learn in order to progress toward the objectives.

5. Determine learning experiences that will contribute toward student progress toward objectives.

6. Ascertain what teaching aids, including reading materials and facilities, are needed to help students progress toward objectives.

7. Determine what behaviors will provide evidence of student progress toward objectives and in what situations these behaviors may be exhibited. Develop or select means of measuring progress.

8. Try the curriculum plans in situations for which they were developed and make needed revisions in light of these trials.

The idea of change is inherent in curriculum development. Effecting change in the home economics curriculum implies the involvement of all of those who are in any way affected by the curriculum plans.

Those Who are Involved in Curriculum Change

Obviously, those who are affected by the home economics curriculum will include teachers, supervisors, students, administrators, and parents. Also involved in the curriculum decisions will be the specialists in education and in the subject matter areas who are consulted as work progresses.

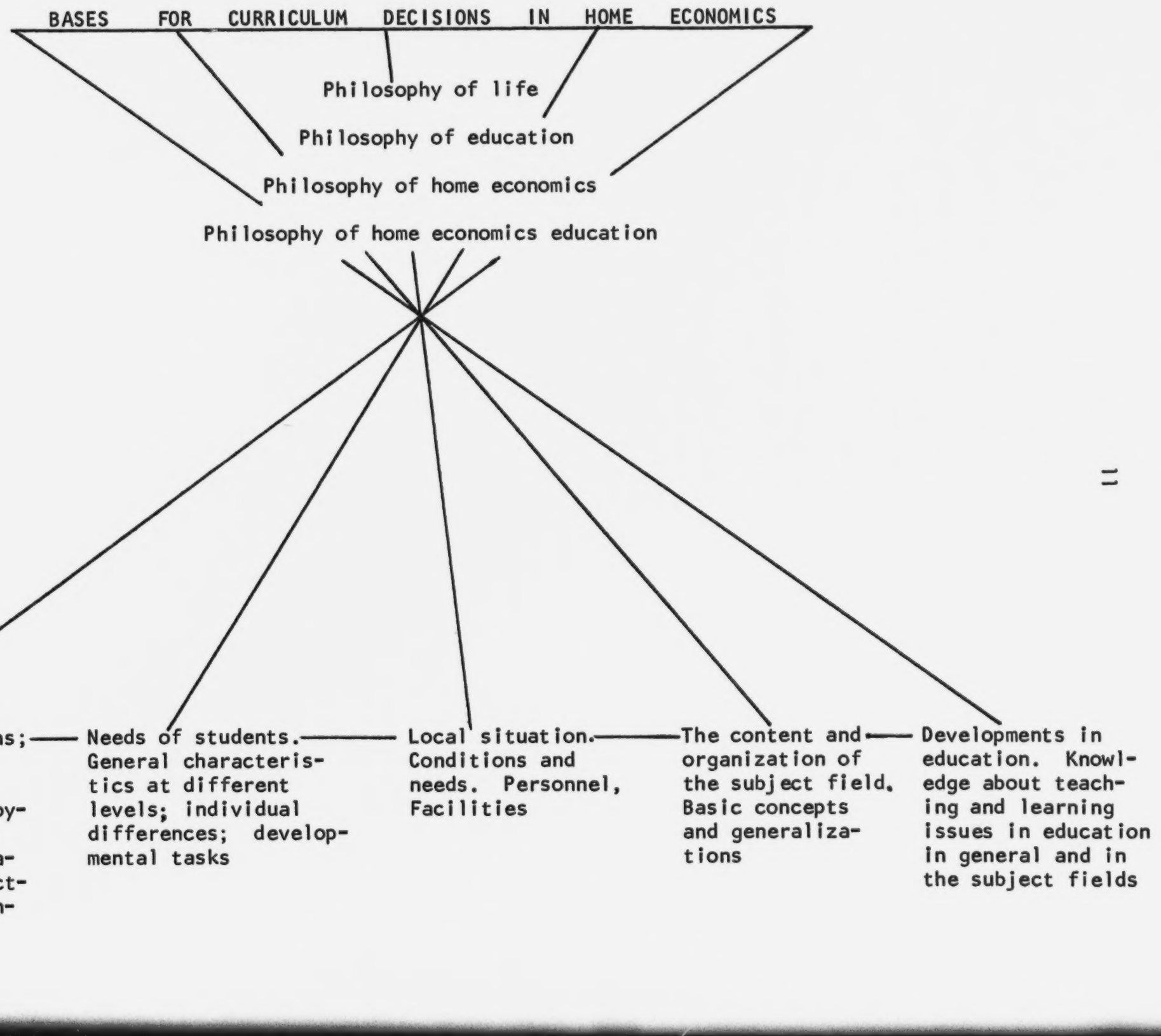
In most instances, teachers and supervisors will carry a major part of the responsibility for development of curriculum plans. Consultants will be brought in when their special competences are required. Administrators should be kept informed as plans develop and consulted as to the feasibility of plans and how they fit into the over-all educational program. Understanding of students' felt needs and concerns as one basis for curriculum development may be increased through the involvement of students and their parents in consideration of program objectives, content, and learning experiences.

Qualitative and quantitative aspects of the curriculum change contemplated will be considered in ascertaining the extent to which those other than persons directly involved in developing curriculum plans will share. For example, greater involvement of others might be necessary in developing a new program, such as one geared to the development of occupational competencies, than merely changing the sequence in which certain principles of food preparation are taught in the foods unit of study.

As has been indicated, there are certain bases on which curriculum decisions in home economics are made. A brief overview of these is presented.

Bases for Curriculum Decisions in Home Economics

The following diagram presents the major bases to be considered in developing the home economics curriculum and suggests the interrelationships among these.


BASES FOR CURRICULUM DECISIONS IN HOME ECONOMICS
Philosophy of life
Philosophy of education
Philosophy of home economics
Philosophy of home economics education
Socio-economic conditions; the impact of these on families, roles of men and women, and the employment situations in home economics related occupations (Legislation affecting the curriculum is included here)
Needs of students. General characteristics at different levels; individual differences; developmental tasks
Local situation. Conditions and needs. Personnel, Facilities
The content and organization of the subject field. Basic concepts and generalizations
Developments in education. Knowledge about teaching and learning issues in education in general and in the subject fields

Conditions and Needs of Society and of Families Within the Society

One basis for curriculum decisions in home economics is the conditions of society and of families within the society. Among the conditions with implications for present-day home economics programs are:

.Expanding knowledge in all areas
.Technological advances
.Shifts in employment opportunities
.Shorter work week except for those in managerial and professional positions
.Longer life span
.Developments in the mass media of communication
.Emergence of new nations and new groups
.Legislation affecting educational opportunities
.Affluence and poverty in our society
.The population explosion
.Changing family functions
.Lessened self-sufficiency of the family unit and concomitant dependency on outside agencies
.New roles for individuals
.Variety in family patterns
.Establishment of families in larger numbers and at younger ages
.Decrease in job opportunities for unskilled and for youth
.Increase in employment of wives and mothers
.Urbanization and suburbanization
.Mobility of families and individuals

Each of these will be discussed in Issue 3 of the current volume of the Illinois Teacher. Implications for the home economics curriculum will be suggested.

Needs of Students

State and city home economics curriculum guides, research activity in the field, and articles in the periodicals of the field give powerful evidence of the concern that home economics education has had for the needs and interests of the student as a basis for curriculum decisions. During the 40's and early 50's this concern was particularly evident--and, it should be pointed out, was shared by other content areas.

Awareness of student needs and interests as a basis for curriculum decisions in home economics remains, but today there is equal regard for socio-economic conditions and the content structure of the field. All of the bases for curriculum decisions mentioned are closely interrelated; it is impossible to consider one without considering all of them, at least to some extent. Differences of opinion arise in respect to the relative

importance to be placed on one or another.

Issue 4 of the Illinois Teacher, 1965-66, will be concerned with needs of students as a basis for curriculum choices. Consideration will be given to needs that are common to all, special problems and needs of individuals, and ways of discovering these.

Local Situation

In discussing factors to be considered in defining the curriculum, Ralph Tyler stated:

> We also need to look carefully at the particular situation of children and youth at the school that concerns us, because there are not only differences within any school but also communities differ in respect to the backgrounds of children, what they have learned previously, what kinds of attitudes they have towards learning. The difference between the conditions of a school in the slum area of one of our large cities and the school in the wealthy suburban community is almost as great as any difference you could find between one country and another country.5

Such questions as the following may serve to guide the curriculum maker in studying the local situation as one basis for curriculum decisions:

.Questions about the community

What are the leading businesses and industries?
What are the opportunities for youth and adults in home economics related occupations?
What can one expect to earn in various occupations in this community?
What happens to the young people of the community? Do they tend to stay or move away?
What is the community attitude toward the school? toward education?
What media of communication are available? newspapers? radio and television stations? magazines on the newsstands?
What are the library facilities?
What are the community organizations for youth and adults? To what extent are their purposes related to those of the home economics program?
What community service agencies are available, as: family service agency, mental health clinic?
What religious groups are represented? What churches are there?

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5 As quoted in Ford, G. W. and Lawrence Pugno, The Structure of Knowledge and the Curriculum, Rand McNally, Chicago, Illinois, 1964, pp. 4-5.

What nationality groups are represented?
What are the shopping facilities available in the local community? in neighboring communities?
What are the means of transportation available?
What services does the community provide, such as care of parks, garbage collection, etc.?
What are the recreational facilities?
Who are the community leaders? the status leaders? the opinion makers?
What are the local customs and traditions?
What forces are influencing changes in this community or school district?

.Questions about the school

Does the school have a statement of its purposes? What are these?
What are the school offerings? class and nonclass?
What is the size of the school?
What is the administrative structure?
What special services are provided? for students of varying levels of ability? for those handicapped in various ways?
What counseling and guidance services are provided for students?
What library facilities are available?
What services are provided in respect to teaching aids?
What secretarial help is provided teachers?
What are the school regulations concerning such matters as examinations, absences, teachers' class records and lesson plans?
What classroom and laboratory space and equipment are provided for the teaching of home economics?
What provisions are made for articulation of the junior and senior high schools?
What textbooks and other teaching materials are available?

The Content and Organization of the Subject Field

Home economics as a field of study draws its content from most, or perhaps all, of the disciplines. Selections are made in light of the problems or areas associated with the management of the home, the conduct of family life, and performance in the home economics related occupations. Structuring the content of the field, as has been done, for example, in the national curriculum development project in home economics, results in a resource of value in making decisions about the home economics curriculum for a given situation.

Issue 5 of the current volum of the Illinois Teacher will contain a detailed discussion of the structure of home economics as a basis for curriculum choice.

Developments in Education

The expanding knowledge about teaching and learning provides one basis for curriculum decisions, particularly in respect to the planning of learning experiences and means of evaluation, the use of teaching aids, and the organization and utilization of subject matter. For example, one might mention the work of Taba on "teaching strategies,"[6] Smith's "logical operations" in teaching,[7] Suchman's methods of "inquiry training,"[8] and the "programed instruction" work by Markle, Eigen, and Komoski,[9] among others. These are merely examples of recent developments that offer stimulation and guidance to the curriculum maker.

Consideration of the issues in education and in the subject fields and the positions adopted in respect to them also provide bases for curriculum decisions. For example, a basic issue in home economics education is: What is the relationship between the homemaking and employment education aspects of the home economics program? How one perceives this relationship certainly will influence his thinking about a number of aspects of curriculum development.

Philosophical Bases

In his introductory chapter in Building a Philosophy of Education, Broudy states that:

> ...we have to see how each educational problem shapes up on the emotional, factual, and scientific level of discussion. It is only when these levels yield no clear-cut solution that we have to take up the problem at the philosophical level.[10]

He further states that:

> As we seek the answers, it will become clear that we have to resort to views about reality, about knowledge, about goodness, and about beauty, and what views we have about these may determine our choice in...practical issues.[11]

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[6] Taba, Hilda, Director, Samuel Levine, and Freeman Elzey, Thinking in Elementary School Children, (Co-op Res. Project #1574) San Franciso State College.

[7] Smith, B. Othanel, Logical Aspects of Teaching, University of Illinois.

[8] Suchman, J. Richard, The Elementary School Training Program in Scientific Inquiry (USOE Title VII Project #216), University of Illinois, Jan., 1964.

[9] Markle, Susan Meyer, Lewis D. Eigen, and P. Kenneth Komoski, A Programmed Primer on Programming, Vols. I and II, New York, The Center for Programed Instruction, 1961.

[10] Broudy, Harry S., Building a Philosophy of Education, Second Edition, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1961, p. 19.

[11] Ibid., p. 19.

What we believe and value in respect to life, education, home economics with its various aspects, and home economics education will influence our curriculum decisions in the field. Supportive of our views regarding these beliefs are our views concerning the nature of man, of society, of experience, and of learning.

Major curriculum decisions have to be made with respect to how we deal with questions concerning the relationship of socio-economic conditions, needs of students, the local situation, the content of the field, and developments in education to objectives, content, learning experiences, teaching aids, and evaluation. And the decisions are largely a function of beliefs and values in the areas delineated in the foregoing brief discussion.

Trends in Home Economics Education

The following section is devoted to a discussion of some major trends in home economics education. The first three developments are largely responsible for the great concern about curriculum revision in the field.

New Vocational Purposes of Home Economics Education and the Emerging Emphasis on Employment Education

The traditional purpose of home economics education has been to prepare students for the vocation of homemaking through the development of those understandings, abilities, and attitudes which contribute toward effectiveness in the homemaking role. With the passage of the Vocational Education Act of 1963, impetus was given to the development of home economics programs to prepare students for wage earning. Perhaps the challenge of this new vocational purpose has done more to stimulate curriculum innovation in the field than any other happening of the last decade.

It seems certain that rapid developments in the employment education aspect of home economics education will continue in the foreseeable future. Apart from the availability of funds, support for such developments is provided by such conditions as the following:

- A large number of women are employed outside the home and it seems likely that this situation will continue.

- There is a sharply dropping proportion of jobs that may be done by unskilled workers. Home economics has potential for contributing to preparation for occupations.

.A high proportion of young people drop out of school and there is strong evidence that they are much more likely to stay in school when the school offers a program to prepare them for employment.

.There has been an increase in service occupations, both in private households and outside the home, and many of these service occupations have a relationship to home economics.

.Of the nearly 12 million boys and girls in high school today, only 1.8 million are receiving any kind of vocational education. Yet, out of every ten fifth graders today, only six will finish high school and only two will go on through college.[12]

Developments in employment education in home economics are taking place at secondary, post-high school, and adult levels. These developments are characterized by great variety in respect to approach, organization, student vocational goals, program content, involvement of local employers in providing on-the-job experiences for students, use of advisory groups, and facilities for in-school as well as out-of-school experiences. In some situations all employment education in home economics is postponed until the junior or senior year; in some, students may begin as early as the ninth or tenth grade. In some situations, home economics maintains an employment education program which is distinct from the occupational programs of the other areas of vocational education. However, in an increasing number of situations, both at state and local levels, the developing programs for employment education are cooperative ones, with two or more areas of vocational education involved. Guidance personnel are also involved in many of the programs.

In pointing up the need for greater efforts in the employment education aspect of home economics, the bulletin, Pilot Training Programs in Home Economics, concluded in this way:

> ...more can be done--by home economics in the vocational program to bring into focus the relationship between educational programs in our high schools[13] and the economic realities of today and tomorrow!
>
> Although the challenge appears formidable, the responsibility of solution must be assumed and action taken to satisfy the urgent needs.
>
> The home economists are well aware of their responsibility to provide training for wage earning, as well as for homemaking.

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[12] Pilot Training Programs in Home Economics, American Vocational Association, Washington, D.C., p. 6.

[13] One might add "and post-high school and adult programs."

> The forecast is clear--the door is open--let us measure up to the task.[14]

Increased Emphasis on Relationships and Management in the Homemaking Aspect of the Program

The purpose of preparing for homemaking and family life will remain a major one in the field of home economics. Need for continued and expanded education in this important area may be seen in conditions such as:

- .The complex and demanding roles of family members today
  In particular, the dual role of homemaker-employed person assumed by many women
- .The high divorce rate
- .The establishment of families in large numbers and at younger ages
- .Increased mobility of individuals and families
- .The high rate of juvenile delinquency and mental illness
- .The lengthening life span

These and other trends and problems in family life stress the need for increased emphasis on relationships, including child development and guidance, and management in the home economics program. And, indeed, increased emphasis is being given these important areas of study. But, even greater efforts are needed, along with the concomitant lessening of emphasis on the skills of cooking and sewing, if the program is to serve most effectively the needs of today's individuals and families.

Increased Concern for Contributions of Home Economics to Education of Culturally and Economically Disadvantaged

Concern for ways in which home economics can serve better the needs of the culturally and economically disadvantaged has been shown through such activities as the national AHEA-sponsored workshop on Working with Low-Income Families and the state and regional follow-up workshops. Several recent articles in the periodicals of the field have also concentrated on the problems of providing the kind of basic education for family life and for employability needed by the disadvantaged. In her article, "Families of America--Variations on a Theme," Bernice Milburn Moore discussed the culture of poverty and the related responsibilities of home economics. She stated:

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[14] Pilot Training Programs in Home Economics, op. cit., p. 15.

> The President's Task Force on Job Opportunities for Women has planned to attack the general problem of lack of even basic education among these young girls and women through preparation for marriage, child rearing, and homemaking. As one of the leaders described this approach to a major problem of cultural deprivation, fundamental communication skills will come from 'kitchen reading and clothing computation.' Their aim in schools, or in new centers for education of those youth from the culture of poverty, will be to prepare young women, and hopefully young men, for a new style of life, a different pattern of home living, a renewed entrance into a culture of promise for the children and their children's children. Again, here are imperative needs for opportunities for learning to live and learning to earn.[15]

The challenges to home economics education are quite clear. The field must do a more effective job of meeting the needs of students who are culturally and economically disadvantaged. Promise is seen in some of the recent activities of the field, such as those mentioned. And it should be obvious that the employment education program in home economics may be one of the vital means of meeting the needs of this group.

Increasing Interest in Home Economics for Academically Talented

There has always been concern for attracting able students to home economics offerings. Much of the concern has centered about failure to reach many academically talented students with education for home and family living and with pre-professional preparation for careers in home economics.

New ways of meeting the needs of more able students are just emerging. Some are seeing the opportunity in an expanded and flexible employment education program to provide a kind of "pre-professional internship" in home economics occupations of a managerial and professional nature. Needed are curriculum offerings with sufficient depth to challenge the more able; teachers especially prepared to work with these students; and facilities, such as study carrels and ability-development carrels to provide a setting for the pursuit of individual studies.

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[15] Moore, Bernice Milburn, "Families of America-Variations on a Theme," The Bulletin of the National Association of Secondary School Principals, Vol. 48, Number 296, December, 1964, p. 13.

Summary and Conclusions

The need for major curriculum revision in home economics at secondary, post-high school, and adult levels--indeed, for a redefinition of the field and perhaps a new and more descriptive name--is emphasized by such factors as:

- .acceptance of new vocational purposes and the emerging employment education programs
- .the impact of socio-economic conditions on individuals and homes and families as well as on the employment situation in home economics related occupations
- .increased concern and feeling of responsibility for meeting the needs of special groups, as the disadvantaged, the academically talented.

Curriculum revisions are taking place at national, state, and local levels. Some of the curriculum guides that have been published in the past few years give evidence of a remarkable maturing of the field. Such resources as the following have been utilized in the processes of curriculum change: the material on content of the field developed in the national home economics curriculum projects; new knowledge concerning the teaching-learning process and materials of instruction; and the guides for classification of educational objectives developed by Bloom, Krathwohl and others.

Curriculum development is a continuous process. Efforts in this area can never end. But, perhaps present needs are such that special attemtion and effort must be given to the task! Even more effective utilization must be made of the tools that are available to aid in this work.

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